Lesson 6:

Giving Performance Feedback

Lesson Objectives

After completing this lesson you will be able to:

- Describe how feedback can drive performance.
- List opportunities for giving and receiving feedback.
- Describe three types of feedback: positive, negative, and constructive.
- Discuss guidelines for giving and receiving feedback.
- Describe ways to handle difficult feedback conversations.

Feedback Matters

1. Work in small groups.
2. Talk about the Discussion Questions for this slide, which are in your Participant Guides.
3. Discuss how you would answer the question in the column to the right.
4. Share your answer with the class.

How does feedback drive performance?

Feedback Aims & Opportunities

Feedback aims

- To reinforce positive behavior
- To acknowledge contributions and accomplishments
- To anticipate difficulties
- To remedy shortfalls

Feedback opportunities

- In the moment

  For instance …

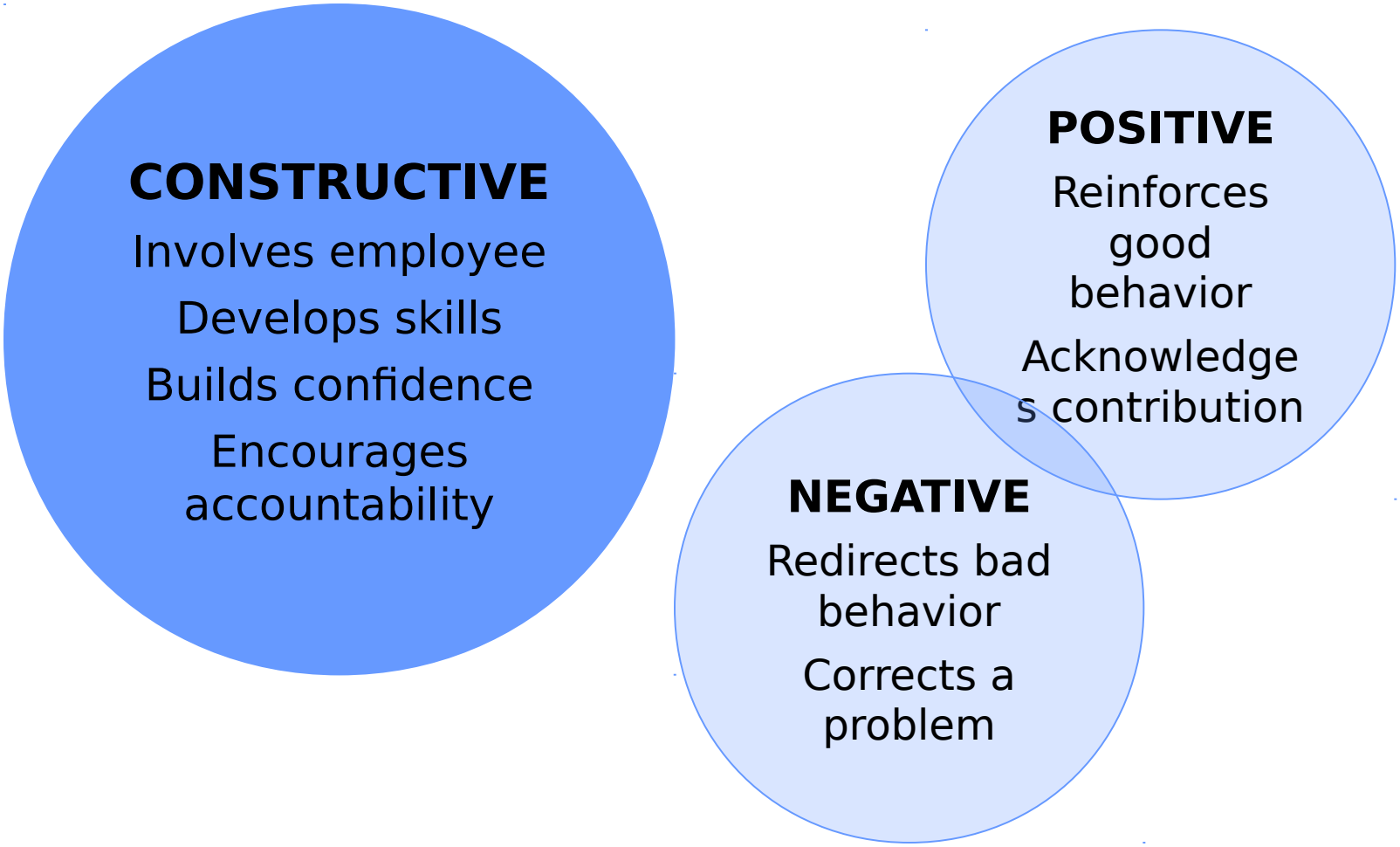
  - When answering a question
  - When things go well (or not)

- On a schedule

  For instance …

  - Following completion of a project or task
  - During required Performance Conversations

Feedback Types



Giving Feedback: Content

CONTENT
What you say

MANNER
How you say it

TIMING
When and how often

- Be specific
- Be descriptive
- Focus on results

DISCUSSION

Giving Feedback: Manner

CONTENT
What you say

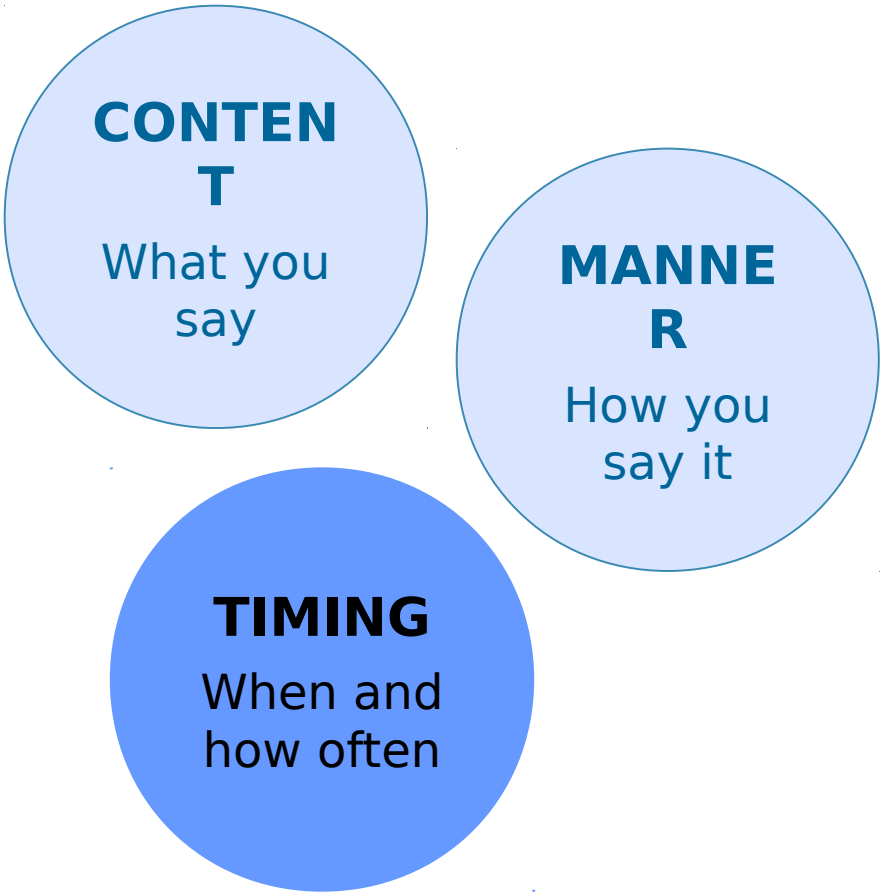
MANNER
How you say it

TIMING
When and how often

- Be supportive
- Be sincere
- Focus on tone

DISCUSSION

Giving Feedback: Timing



- Give feedback as soon as possible after the observed behavior.
- Give feedback frequently but unpredictably.

DISCUSSION

Giving Feedback: Video 1

VIDEO: Giving Feedback

Would you describe the feedback given by LTC Martinez as positive, negative, or constructive?

Is his feedback specific and descriptive?

Is it supportive?

Focus on Behavior

EXAMPLE 1

Sara got angry as I explained how I'd changed the system.

- ☐ **Behavior**
- ☐ **Attitude**

EXAMPLE 2

Sue is a person I can count on. She has what it takes to go far in our organization.

- ☐ **Behavior**
- ☐ **Attitude**

EXAMPLE 3

Shirley doesn't take her work seriously.

- ☐ **Behavior**
- ☐ **Attitude**

Focus on Behavior

EXAMPLE 4

John thinks his ideas are the best and should be implemented across the organization.

- ☐ **Behavior**
- ☐ **Attitude**

EXAMPLE 5

Jason hasn't been delegating routine work, and that has caused him to miss two deadlines.

- ☐ **Behavior**
- ☐ **Attitude**

EXAMPLE 6

Jim's lack of interest in his job is apparent and it's rubbing off on others who used to be more loyal.

- ☐ **Behavior**
- ☐ **Attitude**

Performance, Behavior, and Attitude

NSPS defines performance as …

The accomplishment of work assignments or responsibilities and the contributions to achieving organizational goals, including an employee's behavior and professional demeanor (actions, attitude, manner of performance) as demonstrated by his or her approach to completing work assignments.

Giving Feedback: Video 2

VIDEO: Feedback as Dialogue

What did you observe?

How would you feel if you were the employee in this situation?

What feedback would you give the supervisor?

Supervisor: Marian
Employee: Joan

Giving Feedback: Video 3

VIDEO: Improving Feedback

How would you feel if you were the supervisor in this situation?

How would you describe the feedback offered by the HR Practitioner?

Would you have found her feedback helpful?

Supervisor: Marian
HR Practitioner: Susan

Receiving Feedback

REQUESTING Feedback

- Be specific about the feedback you want.
- Listen carefully.
- Don’t ask if you don’t want to know.
- Don’t get defensive.

PROCESSING Feedback

- Clarify your understanding of the feedback.
- Summarize the feedback as you heard it.
- Take time to sort out what you heard.

Active Listening

- Communicate that you are listening through eye contact and body language.
- Listen for intent as well as content.
- Ask questions and clarify answers.
- Paraphrase or repeat back what you heard the speaker say.
- Confirm with the speaker that you heard him or her correctly.

Active Listening

1. Find a partner.
2. Partner A speaks for 2–3 minutes nonstop about his/her views on one topic from the column to the right. Partner B listens.
3. After 2–3 minutes, Partner B has 1 minute to recap what Partner A said.
4. Reverse roles and repeat the activity, using either another topic from the list or continuing with the same topic.

TOPICS

Stem cell research

Nuclear power

Border security

Global warming

Handling Difficult Conversations

- Develop a constructive relationship with each employee through regular communication.
- Consider how an employee likes to receive information.
- Allow the employee time to digest your feedback.
- Address performance issues quickly.
- Emphasize the positive.
- Focus on the behavior, not the person.
- Be descriptive, not critical.

Lesson Review

- Feedback matters. Effective feedback acknowledges and anticipates, reinforces and redirects.
- Feedback should be ongoing. Opportunities for giving feedback surface throughout the performance cycle.
- Feedback can be positive, negative, or constructive.
- Effective feedback describes behavior, not attitude. When attitude becomes behavior, feedback is appropriate.

Lesson Review

- When giving feedback, how you say it (manner) and when you say it (timing) are as important as what you say (content).
- Being able to receive feedback is as important as being able to give feedback.
- Feedback conversations at times can be difficult, but even these can be productive.

Questions